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list a fairly numerous array of arithmetical-reasoning tests, but the attack of the experts in this field has been neither inspired nor sustained. Slight progress has been made in the years since Stone's Reasoning Test I appeared. If the writer were asked to recommend an arithmetical-reasoning test for public-school use in Grades V to VIII, and the purpose was both measurement and diagnosis by the same instrument, his selection would be Stone's Reasoning Test I, scored by the method of counting partial solutions. Data tending to justify this judgment will shortly be published. An analysis of the method and content of various arithmetical-reasoning tests reveals marked variations among them with regard to (1) length of time allowance, (2) use of preliminary exercises, (3) kind of problems, (4) differentiation of problems for different grades, (5) provision of space for computation, (6) use of weighting, and (7) general basis of scoring. It would seem that in the Stone test a rather fortunate emphasis has been placed upon these various factors.

FREDERICK S. BREED

An analysis of reading ability.—One of the most comprehensive treatments of the field of reading which has appeared since Huey's outstanding work is a recent book[1] by Professor C. T. Gray. The book not only covers the present tendencies in the teaching of reading, but also includes an elaborate historical survey of the earlier scientific studies in this field.

The specific purpose of the author has been to make an extensive analysis of the various phases of reading ability, to make a compilation of tests and methods of observation for diagnostic purposes, and then to follow this by a discussion of the specific remedial measures available for correcting deficiencies which may be apparent.

Out of a total of 420 pages, some 260 are given to the first topic, the analysis of reading ability. This analysis is organized into four general divisions. In the first the author attacks the problem from the standpoint of reading tests and their results. A critical review of the available reading tests, together with a survey of some of the typical results of tests, makes up the content of this division. The second division is concerned with the analysis of reading ability from the standpoint of the perceptual elements involved. The many scientific studies in this field are reviewed, covering such elements as span of perception, variations for different school grades, effect of arrangement on perceptual span, effect of practice on span of perception, effect of qualitative difference in printed matter, and methods of perceiving words. The third stage of analysis deals with the motor processes involved. Such motor elements as vocalization, breathing, and eye-movement habits are given an extensive treatment. The fourth division of the section on analysis discusses reading ability from the standpoint of the higher mental processes. Association, imagery, attention, and comprehension are the major topics. The section on

[1] CLARENCE TRUMAN GRAY, *Deficiencies in Reading Ability*. Boston: D. C. Heath & Co., 1922. Pp. xiv+420.

analysis is closed by a general summary, the nature of which is indicated by the following quotation:

> It has been the purpose of the preceding chapters to give in some detail a systematic analysis of the reading activity as it has been revealed by scientific studies. It remains to show more clearly the relations which exist among the various factors or elements as they have been set forth. This will be done from six different standpoints, as follows: (1) By contrasting reading as a school product and reading as a process; (2) by discussing types of readers; (3) by pointing out certain factors the underdevelopment or overdevelopment of which makes for defects in reading ability; (4) by a discussion of analysis and synthesis; (5) by pointing out differences between oral and silent reading; and (6) by contrasting the reading of adults and of children [p. 246].

The second major division of the book describes and gives examples of a large number of specific tests to be used in the diagnosis of reading ability. These tests range in character from some of the well-known standardized reading tests to the more technical measures of perceptual and motor processes. The object of this portion of the book is to give a technique whereby the teacher may make an objective analysis of various types of reading deficiencies. Detailed directions for administering and scoring the tests are given.

The final section of the book is given over to a discussion of remedial measures. As compared with the extensive treatment of the previous topics, the forty-five pages in this section furnish an interesting comment on the difficulties of this problem and the paucity of materials. A number of case studies are described in order to illustrate the remedial methods employed.

As a review of the scientific studies in reading the book is distinctly superior. The diagnostic chart which the author has devised and supplemented by carefully defined tests will be a very useful instrument for the determination of specific deficiencies in reading ability. The book is too technical for many teachers of elementary reading. However, for those who have received modern training and for the large group of mature students in teachers' colleges the text will furnish an excellent basis for a scientific study of the reading problem.

G. T. BUSWELL

Scientific determination of what to read in elementary schools.—It has been said that elementary-school reading is often too limited in content. It is said that much material is overmature. It is alleged that more careful grading would secure better results. It is said that faulty principles of compilation lead to the inclusion of much undesirable material in readers. Such opinions and allegations precipitate the problem of determining the extent to which such criticisms are valid, with a view to formulating plans for improvement. A truly scientific solution of this problem is offered in a recent monograph[1]

[1] WILLIS LEMON UHL, *Scientific Determination of the Content of the Elementary School Course in Reading.* University of Wisconsin Studies in the Social Sciences and History, No. 4. Madison, Wisconsin: University of Wisconsin, 1921. Pp. 152. $1.50.